DOCUMENT RESUME

ED 266 146 TM 850 575

TITLE	State Model for Local Evaluation, 1984-85. Tennessee Career Ladder Better Schools Program.
INSTITUTION	Tennessee State Dept. of Education, Nashville.
PUB DATE	[85]
NOTE	78p.
PUB TYPE	Reports - Evaluative/Feasibility (142) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Career Ladders; Check Lists; Classroom Observation Techniques; Conferences; Elementary Secondary Education; *Evaluation Criteria; *Evaluation Methods; Lesson Observation Criteria; Lesson Plans; *Models; Rating Scales; School District Autonomy; *State Programs; Teacher Certification; *Teacher Evaluation; Teacher Improvement
IDENTIFIERS	Comprehensive Education Reform Act (Tennessee); *Tennessee

ABSTRACT

This State model for teacher evaluation meets the requirements of Tennessee's Comprehensive Education Reform Act of 1984 (CERA). Special guidelines, approved by the State Board of Education for the beginning year of CERA (1984-85), are incorporated into the State model for local evaluation. Groups who must be evaluated during the 1984-85 school year are: (1) probationary teachers, who are beginning their first year of teaching; (2) teachers in their third year of teaching who elect to declare their intent to enter the Career Ladder for the 1985-86 school year; and (3) fast-track/full evaluation teachers, who have three years or more of experience and who have chosen to enter Career Level I during 1984-85 by the fast-track/full evaluation option. The model is suitable for evaluating all teachers and is not limited to evaluation of Career Ladder candidates. Included in the descriptions and evaluation instruments are: (1) basic assumptions and principles; (2) focus of evaluation; (3) methods for performing the evaluation; (4) reviewing the previous evaluations; (5) analysis of lesson plans; (6) in-class observation, (7) classroom observation instrument; (8) post observation conference record; (9) teacher conference forms; (10) improvement plan forms; (11) decision model, including rating scales; and (12) description of suggested management system. (LMO)

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ED266146

TENNESSEE CAREER LADDER
BETTER SCHOOLS PROGRAM

1984-85

STATE MODEL FOR LOCAL EVALUATION

TM 850 575

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STATE MODEL FOR LOCAL EVALUATION

The Comprehensive Education Reform Act of 1984 (CERA) requires that Probationary, Apprentice, and Career Level I teachers be evaluated at the local level using this State model or a locally developed plan that has been approved by the State. Because 1984-85 is the first year CERA is in effect, the State Board of Education has approved special guidelines for evaluating teachers this year. This State model for local evaluation reflects those special guidelines.

The State Board of Education has also approved guidelines that will go into effect in 1985-86. At a later date, the model will be expanded to meet the 1985-86 guidelines.

Because this is the first year of CERA, certificates have not been issued for Apprentice or Career Level I teachers. Therefore, the three groups of teachers who must be evaluated during the 1984-85 school year to meet the requirements of the law are:

- Probationary teachers - Probationary teachers are teachers who are beginning their first year of teaching.
- Third Year teachers - Teachers who are in their third year of teaching and elect to declare their intent to enter the Career Ladder for the 1985-86 school year.

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- Fast-Track/Full Evaluation - Teachers who have three years or more of experience and who have chosen to enter Career Level I during 1984-85 by the fast-track full evaluation option.

This State model reflects procedures, rules and criteria set out in Sections 27, 29, and 30 of the Act that must be used to evaluate teachers.

Local school systems may elect to use this model to evaluate all teachers and not just limit the use of the model to Career Ladder candidates.

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BASIC ASSUMPTIONS AND PRINCIPLES

THE PROGRAM

1. The most important goal of the evaluation program is instructional improvement.

2. A sound evaluation program focuses on performance rather than credentials.

3. To be most useful, the evaluation program must be coupled with a strong professional development program.

THE TEACHER

1. The teacher wants to be a competent professional.

2. Instruction is the primary element in the overall role of the teacher.

3. It is possible to assess differences in teacher performance.

4. The skills needed and manifested by experienced teachers are not different in kind from those needed and manifested by beginning teachers.

5. Most, if not all, teachers can improve performance.

THE EVALUATOR

1. Rigorous training is essential to the development of an evaluator.

2. Evaluation is best conducted by a team of evaluators rather than a single individual.

3. The evaluator must have a commitment to instructional improvement.

THE PROCESS

1. The evaluation process should not discourage diversity in teaching behavior.

2. Multiple observations of teaching are necessary to obtain a reliable picture of teaching behavior.

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3. Effectiveness of teaching behavior must be assessed in light of learner, school and/or school system characteristics, needs and organizational structures.

4. The evaluation process should focus on the identification of patterns of teaching behavior.

5. Multiple sources of data are essential to the development of a complete picture of teaching performance.

THE EVALUATION INSTRUMENTS

1. The evaluation instruments(s) must be developed from the evaluation process.

2. The instruments(s) must be understood by all teachers and administrators.

3. The instrument(s) must assess the performance of competencies/ skills deemed important to effective teaching.

4. Checklists and rating scales are useful only as reflections of summarized information.

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WHO PERFORMS THE EVALUATION

For 1984-85, one evaluator may conduct the evaluation. The evaluator may be the building level principal or building level decision maker, but must be trained in the evaluation system. At their own choosing, a local school system may wish to use a team approach (for example, a principal and a supervisor of instruction; or a principal and an assistant superintendent). One member of the team must be the building level principal or building level decision maker. Both members of the team must be trained in the evaluation system.

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FOCUS OF EVALUATION

Principals and other designated personnel are to evaluate teachers during 1984-85 in the following major areas of competency (domains):

- Planning
- Teaching strategies
- Evaluation
- Classroom management

These domains are the same as the first four domains of competence in the State teacher evaluation system for Level II and Level III.

Following are the four domains and the indicators of competence:

PLANNING

I. Prepares for instruction effectively

A. Establishes appropriate instructional goals and related objectives consistent with the curriculum

B. Prepares instructional plans and materials incorporating principles of effective instruction

C. Creates, selects, or modifies instructional plans and materials to accommodate learner instructional levels

TEACHING STRATEGIES

II. Uses teaching strategies and procedures appropriate to the content, objectives, and learners

A. Provides a clear description of the learning task and its content

B. Monitors learner understanding and reteaches as necessary

C. Provides learners appropriate practice and review

D. Establishes and maintains learner involvement in the learning task

EVALUATION

III. Uses evaluation to improve instruction

A. Uses information about learner performance to improve the instructional process

B. Reports learner status and progress to learners and their parents

CLASSROOM MANAGEMENT

IV. Manages a classroom effectively

A. Establishes and maintains appropriate learner behavior

B. Establishes and maintains a classroom climate conducive to learning

C. Makes effective use of classroom resources

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HOW TO PERFORM THE EVALUATION

To evaluate a teacher in the four domains listed, the following must be done:

- the evaluator(s) must review the teacher's previous evaluations
- the evaluator(s) must review the teacher's lesson plans
- the evaluator(s) must observe the teacher in the classroom
- the evaluator(s) must hold conferences with the teacher

REVIEWING THE PREVIOUS EVALUATIONS

Prior to scheduling the observation, the evaluator should review the previous evaluations of the teacher. These evaluations are to cover two State mandated evaluation cycles (a cycle is defined as a three year period). Areas for needed improvement should be noted and plans to address these areas should be discussed as part of the first pre-observation conference. The teacher should have an opportunity to explain professional development activities which he/she has undertaken to improve performance. Areas of strength should be examined from the previous evaluations in order to share positive areas of performance with the teacher.

ANALYSIS OF LESSON PLAN

Sometime prior to the first observation visit, the teacher will provide the evaluator with a representative lesson plan agreed upon by both parties. This plan could be, but does not have to be, the plan for the lesson to be taught during the first observation. The evaluator will analyze the lesson plan and report strengths and needs to the teacher during the teacher conference. If the lesson plan submitted prior to the first observation is rated high on the analysis sheet, no further plans will be required. However, if weaknesses exist in the teacher's lesson planning, a second plan should be requested for analysis prior to the second observation. Exhibit A (see next page) contains a form to assist in the analysis of the lesson plan.

EXHIBIT A

ANALYSIS OF LESSON PLAN

TEACHER'S NAME: _____ NO.: _____

SCHOOL: _____ GRADE/SUBJECT: _____

EVALUATOR: _____ POSITION: _____

DATE OF ANALYSIS: _____ DATE OF CONFERENCE: _____

CHECK YES OR NO AS IT APPLIES:

YES	NO	
___	___	A unit goal is stated.
___	___	The goal is appropriate to the level of instruction.
___	___	The objectives are stated in terms of student learning and behavior.
___	___	The objectives are appropriate for the students.
___	___	The lesson plan contains some introductory statement or procedures related to the objective.
___	___	The introductory procedures are motivational.
___	___	The instructional procedures are related to the objective.
___	___	The instructional procedures are complete.
___	___	The instructional plans are properly sequenced.
___	___	The instructional procedures are appropriate for the students.
___	___	The instructional procedures use more than one teaching strategy.
___	___	The instructional plan provides for student practice.
___	___	The material and media for the lesson are listed.
___	___	The material and media are appropriate for the students.
___	___	An explanation is provided for how the material and media will be used.
___	___	The plan explains how student achievement of the objectives will be measured.
___	___	The plan contains specific procedures for reteaching, if necessary.
___	___	The plan includes provisions for practice/review.
___	___	The planned practice/review is related to the objectives.
___	___	The practice is planned for a specific purpose (feedback, independent study, grading).
___	___	Alternative and/or supplemental activities for additional practice are included in the plan.
___	___	The plan contains statements related to how the learner will be involved.

THE IN-CLASS OBSERVATION

Each teacher must have two in-class observations during the 1984-85 school year. As mentioned earlier, one observation must be done by the building level principal or by the building level decision-maker.

At least one of the observations should be scheduled. If an unscheduled observation is held, the evaluator should meet briefly with the teacher before the class to review information on the Pre-observation Form before beginning the observation.

The observation is a three step process: a pre-observation conference, the visit to the classroom itself, and a post-observation conference.

OBSERVATION STEP ONE - The pre-observation conference

The first step is the pre-observation conference. This conference should be held within three days of the visit to the classroom. Before the conference, the teacher should complete the Pre-observation Conference Record to save time during the conference. The pre-observation conference should last at least fifteen minutes and should cover the seven areas on the form (the form, Exhibit B, is shown on the next page).

During the conference, the evaluator will gather information needed to understand what will be happening in the classroom. The evaluator should also identify any special conditions that might influence the teacher's performance - students from deprived backgrounds, mainstreamed students, lack of instructional materials, oversized class, or use of an aide or volunteer in the class.

PRE-OBSERVATION CONFERENCE RECORD

EXHIBIT B

TEACHER'S NAME: _____ **NO.:** _____

SCHOOL: _____ **GRADE/SUBJECT:** _____

OBSERVER: _____ **POSITION:** _____

DATE OF CONFERENCE: _____ **DATE OF OBSERVATION:** _____

I. NATURE OF PLANNED LESSON:

II. LEARNER OBJECTIVES (SKILLS, CONTENT OBJECTIVES, AFFECTIVE OBJECTIVES):

III. WHAT WILL STUDENT BE DOING DURING THE LESSON (STUDENT ACTIVITIES)?

IV. WHAT WILL TEACHER BE DOING DURING LESSON (TEACHER ACTIVITIES)?

V. HOW WILL ACHIEVEMENT OF OBJECTIVES BE MEASURED? WHEN?

VI. SPECIAL CONDITIONS (STUDENTS, MATERIALS, CLASSROOM, OTHER) WHICH SHOULD BE CONSIDERED: (OPTIONAL)

VII. SPECIAL FOCUSES OF OBSERVATION: (OPTIONAL)

_____
OBSERVER'S SIGNATURE

_____
TEACHER'S SIGNATURE

Teachers signature acknowledges an opportunity to review the pre-observation conference record. It does not necessarily indicate agreement with the comments.

OBSERVATION STEP TWO - The in-class observation

The second step in the observation process is the class visit itself. The observer should schedule a forty-five minute block of time, or one class period, for the classroom observation. At least one of the observations should be a scheduled observation.

The evaluator should be seated in the classroom in a place which allows for a clear view of the room and in a place which allows the evaluator to see and hear the teacher.

During the observation, the evaluator should code and write the appropriate information on the Observation Form. After the observation, the evaluator should rate on the scale portion of the observation form each category of teacher or student behavior observed (see Exhibit C on next page).

The observation focuses on effective teaching practices. Directions for use of the observation instrument are provided in the Observation Training Guide.

CLASSROOM OBSERVATION INSTRUMENT

EXHIBIT C

TEACHER: _____ NUMBER: _____

GRADE: _____ SUBJECT: _____

EVALUATOR: _____ POSITION: _____

OBSERVATION NUMBER: _____ DATE: _____

			COMMENTS
II A.	TASK	_____ OVERVIEW	
		_____ DIRECTIONS	
		_____ PROCEDURAL QUESTIONS *	
	CONTENT	_____ DEFINITIONS	
		_____ EXPLANATIONS	
		_____ CONTEXT	
		_____ LEARNER REMARKS	
II C.	PRACTICE & REVIEW	_____ INITIAL PRACTICE	
		_____ INDEPENDENT/GROUP PRACTICE	
		_____ VARIED MATERIALS	
		_____ REVIEW	
II B.	MONITORS	_____ CHECKS FOR UNDERSTANDING	
		_____ REQUESTS QUESTIONS	
		_____ REQUESTS EVALUATION	
		_____ MONITORS INDIVIDUAL/GROUP	
		_____ RETEACHES	
II D.	INVOLVEMENT	_____ STUDENTS WAITING	
		_____ STUDENTS PARTICIPATE IN DISCUSSION	
		_____ TEACHER CALLS ON NON-VOLUNTEERS *	
III B.	LEARNER STATUS	_____ RECOGNIZES STUDENT RESPONSES	
		_____ CORRECTIVE STATEMENT	
		_____ DISCUSSES HOMEWORK	
		_____ REPORTS STUDENT STATUS	
		_____ PROVIDES RECOMMENDATION	
IV A.	LEARNER BEHAVIOR	_____ STUDENTS OFF-TASK *	
		_____ STUDENTS DISRUPTIVE *	
		_____ NON-ACADEMIC OR NON-PROCEDURAL QUESTIONS *	
IV B.	CLIMATE	_____ POSITIVE AFFECT *	
		_____ FAVORITISM *	
		_____ RESPECT	
IV C.	RESOURCES	_____ MEDIA/MATERIALS	
		_____ COMMUNITY	
		_____ FACILITIES	
		_____ EFFECTIVE USE OF TIME	

* MARK FREQUENCY

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EXHIBIT C-1

Classroom Observation Rating Scales

OBSERVATION NO.:____

TEACHER:_____ NUMBER:_____ DATE:_____

II A. CONTENT & TASK	CLARITY OF TASK AND CONTENT:	ALMOST ALWAYS CLEAR 5	USUALLY CLEAR 4	CLEAR ABOUT HALF THE TIME 3	SOMETIMES CLEAR 2	RARELY CLEAR 1
	APPROPRIATENESS OF TASK AND CONTENT:	ALMOST ALWAYS APPROPRIATE 5	USUALLY APPROPRIATE 4	APPROPRIATE ABOUT HALF THE TIME 3	SOMETIMES APPROPRIATE 2	RARELY APPROPRIATE 1
II C. PRACTICE & REVIEW	THE PRACTICE AND REVIEW WAS APPROPRIATE AND OF SUFFICIENT QUALITY AND QUANITY:	STRONGLY AGREE 5	AGREE 4	NEITHER AGREE NOR DISAGREE 3	DISGREE 2	STRONGLY DISAGREE 1
II B. MONITORS	THE EFFECTIVENESS OF MONITORING:	VERY EFFECTIVE 5	GENERALLY EFFECTIVE 4	MODERATELY EFFECTIVE 3	OCCASIONALLY EFFECTIVE 2	RARELY EFFECTIVE 1
II D. INVOLVEMENT	THE AMOUNT OF STUDENT INVOLVEMENT:	VERY EFFECTIVE 5	GENERALLY ADEQUATE 4	MODERATELY ADEQUATE 3	OCCASIONALLY ADEQUATE 2	RARELY ADEQUATE 1
III B. LEARNER STATUS	PROVIDING FEEDBACK:	LARGE AMOUNT OF FEEDBACK 5	FREQUENT FEEDBACK 4	MODERATE FEEDBACK 3	OCCASIONAL FEEDBACK 2	LITTLE FEEDBACK 1
	APPROPRIATENESS OF FEEDBACK:	ALMOST ALWAYS APPROPRIATE 5	USUALLY APPROPRIATE 4	APPROPRIATE ABOUT HALF THE TIME 3	SOMETIMES APPROPRIATE 2	RARELY APPROPRIATE 1
IV A. LEARNER BEHAVIOR	APPROPRIATENESS OF BEHAVIOR:	ALMOST ALWAYS APPROPRIATE 5	USUALLY APPROPRIATE 4	APPROPRIATE ABOUT HALF THE TIME 3	SOMETIMES APPROPRIATE 2	RARELY APPROPRIATE 1
IV B. CLIMATE	CONDUCIVENESS:	VERY POSITIVE 5	GENERALLY POSITIVE 4	MODERATELY POSITIVE 3	OCCASIONALLY POSITIVE 2	RARELY POSITIVE 1
IV C. RESOURCES	EFFECTIVE USE OF RESOURCES:	VERY EFFECTIVE 5	GENERALLY EFFECTIVE 4	MODERATELY EFFECTIVE 3	OCCASIONALLY EFFECTIVE 2	RARELY EFFECTIVE 1

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OBSERVATION STEP THREE - The post-observation conference

The third step in the observation process is the post-observation conference. During this conference, the evaluator should discuss with the teacher what was observed in the classroom. The evaluator should provide the teacher with feedback focusing on strengths and areas needing improvement. Notes taken during the observation and the observation rating scale will assist in identifying these areas of strengths and needed improvements. An improvement plan should be developed for those areas needing improvement.

Exhibit D (see next page) contains the post-observation conference record. Both the teacher and the evaluator will need to sign this form. Signing this form does not indicate agreement, but that the post-observation conference was conducted and discussed with the teacher.

EXHIBIT D

POST-OBSERVATION CONFERENCE RECORD

TEACHER'S NAME: _____ NO.: _____

SCHOOL: _____ GRADE/SUBJECT: _____

OBSERVER: _____ POSITION: _____

DATE OF OBSERVATION: _____ DATE OF CONFERENCE: _____

I. NATURE OF OBSERVED LESSON (WHAT ACTUALLY HAPPENED):

A. WHAT DID STUDENTS DO DURING THE LESSON (PATTERNS OF ACTIVITY, BEHAVIOR, ETC.)?

B. WHAT DID TEACHER DO DURING LESSON (PATTERNS OF ACTIVITY, BEHAVIOR ETC.)?

II. WERE THE ACTIVITIES (STUDENT AND TEACHER) CONGRUENT WITH OBJECTIVES AND ACTIVITIES OUTLINED IN THE PRE-OBSERVATION CONFERENCE? (IF NO, EXPLAIN)

III. A. WAS STUDENT ACHIEVEMENT OF THE OBJECTIVES MEASURED? ____YES ____NO

B. IF YES, WAS PROCEDURE CONGRUENT WITH INFORMATION FROM PRE-OBSERVATION CONFERENCE? ___ YES ___ NO

C. DESCRIBE PROCEDURES USED:

IV. ADDITIONAL COMMENTS ABOUT LESSON, CLASSROOM MANAGEMENT, STUDENT INVOLVEMENT, AFFECT OR RELATED AREAS:

V. STRENGTHS EXHIBITED DURING THIS OBSERVATION:

VI. AREAS OF NEED EXHIBITED DURING THIS OBSERVATION:

VII. TEACHER COMMENTS:

VIII. EVALUATOR COMMENTS:

_____ _____

Teacher Signature Date

_____ _____

Observer's Signature Date

Teacher's signature acknowledges an opportunity to review the post-observation conference record. It does not necessarily indicate agreement with the comments.

TEACHER CONFERENCES

The evaluator needs to meet with the teacher to obtain information about competencies that cannot be measured during the classroom observation.

This conference can be part of the post-observation conference or can be scheduled at another time. However, in the latter case, this conference should be scheduled within a few days after the the post-observation confernce.

During the teacher conference, the evaluator should discuss the sample lesson plan submitted by the teacher, and at least two competencies - Competency I: Prepares for Instruction Effectively, and Competency III: Uses Evaluation to Improve Instruction.

The evaluator should use the form in Exhibit E (see next page) to structure the conference and should discuss each item with the teacher to ascertain how the teacher performs in this stipulated area.

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TEACHER CONFERENCE FORM

EXHIBIT E

TEACHER'S NAME: _____ ***NO:*** _____

SCHOOL: _____ ***GRADE/SUBJECT:*** _____

EVALUATOR: _____ ***POSITION:*** _____

DATE OF CONFERENCE: _____

Check each space only if the competency has been demonstrated.

I-A Establishes appropriate instructional goals and related objectives consistent with the curriculum

___ Identifies three goals for the year
___ Identifies and sequences objectives for student learning
___ Matches goals/objectives to curriculum
___ Adapts or changes goals/objectives to meet student needs
___ Provides objectives which require students to evaluate, analyze, or synthesize learning

I-B Prepares instructional plans and materials incorporating principles of effective instruction

___ Provides examples of effective ways to introduce goals and objectives to students
___ Provides examples of printed material to use in teaching
___ Provides for audio-visual material
___ Provides teacher-made material
___ Provides for the use of "hands-on" experience for student learning

I-C Creates, selects, or modifies instructional plans and materials to accommodate learner differences

___ Describes ways to teach objectives to different groups of students
___ Provides commercial material to meet group needs
___ Provides teacher-made materials to meet group needs
___ Adapts instructional groupings based on student needs
___ Provides for individual student needs

III-A Uses information about learner performance to improve the instructional process

___ Uses teacher-made tests to determine student placement
___ Uses commercial-made tests to determine student placement
___ Uses diagnostic tools after each major unit of instruction
___ Regroups students based on assessment data
___ Modifies the curriculum based upon assessment of student needs

III-B Reports learner status and progress to learners and their parents

___ Explains grading standards to students
___ Explains grading standards to parents
___ Keeps accurate records of student progress
___ Submits report cards on required timelines
___ Holds conferences with parents

During the Teacher Conference, the evaluator may want to discuss additional items which are not directly tied to the competencies. Exhibit F (see next page) contains a form to record this information. If a teacher performs unsatisfactorily in any area, this area should be discussed at the next conference. Satisfactory performance or evidence indicating improvement should be checked on the form at that time. If a teacher continues to perform unsatisfactorily in these areas, this performance may affect the overall recommendation for obtaining certification at the next level.

TEACHER CONFERENCE

EXHIBIT F

ADDITIONAL INFORMATION

TEACHER'S NAME: _____ NO.: _____

SCHOOL: _____ GRADE/SUBJECT: _____

EVALUATOR: _____ POSITION: _____

DATE OF CONFERENCE: _____

	S	U	COMMENTS	RECOMMENDATION
A. Communication				
- Establishes effective relationships with:				
V B. 1. Parents				
IV B. 2. Students				
V B. 3. Staff				
V A. 4. Community				
V B. 5. Administrator				
B. Record Keeping				
V C. 1. Maintains accurate and up-to-date records				
V C. 2. Manages routine business and record keeping efficiently				
C. Professional Responsibilities				
IV A. 1. Maintains discipline				
V B. 2. Participates in the school program				
V C. 3. Carries out assigned duties				
V C. 4. Maintains good attendance				
5. Cares for materials and equipment				

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IMPROVEMENT PLAN

The Improvement Plan is developed jointly by the evaluator(s) and the teacher. The plan should be generated from the evaluation data obtained from all sources.

The purpose of the plan is to provide recommendations to the teacher in those competency areas identified as needing improvement. Related activities which may assist a teacher in improving should be identified. Timelines and follow-up activities should also be agreed upon.

The plan can be continuously updated throughout the year. Needs may be identified early in the year in which improvements are actually completed before the end of the year or additional needs may appear throughout the year.

Exhibit G (see next page) contains the Improvement Plan form.

IMPROVEMENT PLAN

TEACHER'S NAME: _____ **NO.:** _____ **SCHOOL:** _____

EVALUATOR: _____ **POSITION:** _____

CONFERENCE DATE: _____ **GRADE/SUBJECT:** _____

CONFERENCE DATE	SPECIFIC RECOMMENDATIONS FOR IMPROVEMENT	RELATED ACTIVITIES	TIMELINE FOR COMPLETION	RESULTS OF FOLLOW-UP	TEACHER'S INITIALS

_____ TEACHER'S SIGNATURE _____ DATE _____ EVALUATOR'S SIGNATURE _____ DATE

EXHIBIT G

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DECISION MODEL

SCORING

This section of the manual describes the process for making a final decision about the evaluation. The decision model is related to the competencies and indicators previously defined in this manual.

Throughout the evaluation period, the evaluator will have gathered information about the teacher through classroom observations, conferences with the teacher, and a review of the teacher's lesson plans. This information must be reviewed with the teacher at a year-end conference (this conference may occur during the last post-observation conference with the teacher) and is translated into a five-point rating scale for each of the indicators of competence.

The purpose of the five-point rating scale is to provide a method for deciding the outcome of the evaluation. The scores provided by these scales will be compared to a standard (or standards) to determine the status in the career system.

The scores are generated for indicators of competence rather than for assessment instruments or processes. That is, teacher performance is related to the competencies, not to performance on the observations, conferences, or lesson plans. If a teacher "fails" it should be on the competency,

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not the instrument or process used for gathering information.

The numerical value selected from the five-point scale is determined through an examination of the information gathered from the observation, conferences, and review of lesson plans. Thus, the evaluator rates the teacher through the consideration of several sources of information.

RATING SCALES

The rating scales for the indicators of competence are presented on the following pages. The twelve rating scales are arranged in the following pattern (consistent with the pattern of indicators for each competency):

Competency I - 3 rating scales,
Competency II - 4 rating scales,
Competency III - 2 rating scales,
Competency IV - 3 rating scales.

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COMPETENCY I: PREPARES FOR INSTRUCTION EFFECTIVELY

A. Establishes appropriate instructional goals and related objectives consistent with the curriculum

DATA SOURCES: Teacher lesson plans and the teacher conference

BACKGROUND: This competency addresses two distinct, but related, facets: the establishment of goals (e.g., statements which describe, in a broad sense, what is to be learned from a unit or course), and the establishment of objectives (e.g., specific statements related to the goals which identify what is to be learned and how it is to be learned). The scale is based on the quality of the goals and objectives (sequencing of learning and appropriateness to the level of the learners), the sensitivity of goals and objectives to student needs (e.g., how the goals and objectives were selected or established), the relatedness of the objectives to the goals, and student awareness of the goals and objectives.

SCALES: GOALS - Goal statements should be broad in scope identifying what is to be accomplished by students on a long-term basis. The goals should show integration across various areas of the curriculum and should strive for higher order student behaviors such as critical thinking, analyzing, or synthesizing. Goals should be sensitive to changing student populations and be derived or adapted from quality sources.

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OBJECTIVES - Objective statements should be specific identifying what is to be accomplished by students for a particular lesson or lessons. Objectives should be related to the goals. These statements may describe how one is to do a task, what is expected of students in both understanding a task or content and in reaching a particular performance level. Objectives should strive for more than recall and comprehension. That is, they should promote higher order thinking such as analysis, synthesis, or evaluation.

COMPETENCY I: PREPARES FOR INSTRUCTION EFFECTIVELY

A. Establishes appropriate instructional goals and related objectives consistent with the curriculum

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5 - Goal and objective statements are clearly defined and appropriate to the level of the learners. Goals and objectives take into account previous learning and other related curriculum areas. Goals and objectives address higher order thinking skills (e.g., analysis, synthesis, or evaluation). The goals and objectives are established on the assessment of student needs and show adaptation from several sources.

4 - Goal and objective statements are generally clear and appropriate, but may not address all the needs of students or may not be derived from multiple sources. Goals and objectives do not always take into account other curriculum areas and, in general, indicate only a few higher order student behaviors (i.e., more than simple recall or comprehension).

3 - The quality of the goals or objectives varies, but appropriateness is more prevalent than inappropriateness. Some goals or objectives are not well defined and not based on student needs. Hardly any higher order student behaviors are addressed.

2 - The quality of the goals or objectives varies. Goals or objectives tend to be more inappropriate than appropriate. There is some confusion as to what is to be learned and what is expected of them. No higher order student behaviors are addressed.

1 - No goals or objectives have been established or the goals or objectives are typically inappropriate.

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COMPETENCY I: PREPARES FOR INSTRUCTION EFFECTIVELY

B. Prepares instructional plans and materials incorporating principles of effective instruction

DATA SOURCES: Teacher lesson plans and the Teacher Conference

BACKGROUND: This competency addresses the preparation of teaching procedures for introducing instructional goals and objectives to students. In this preparation process, the teacher identifies content (concepts, principles, or skills), materials (e.g., worksheets, manipulatives), and media (e.g., visual aids, films) and arranges for them.

SCALE: Procedures should identify the methods and strategies for teaching a concept, a principle, or the acquisition of a skill. These methods and strategies should show a logical sequence in the development of a lesson and should foster the accomplishment of the stated goals and objectives. Materials and media should be chosen to enhance the learning process by such things as translating abstract concepts to concrete examples or showing applications of what was learned. Teaching procedures should provide for monitoring strategies and for sufficient time for practice.

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COMPETENCY I: PREPARES FOR INSTRUCTION EFFECTIVELY

B. Prepares instructional plans and materials incorporating principles of effective instruction

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5 - Preparation includes sound strategies for introducing content to students and sufficient time for practice. Strategies and methods chosen are appropriate to the accomplishment of objectives. The lesson shows a strong relationship to previous learning or other concepts or skills. Materials or media are identified and clearly support the learning process.

4 - Preparation shows thought to the accomplishment of the objectives with some consideration given to previous learning. Classroom activities are well defined with materials or media identified.

3 - Preparation shows some thought to the accomplishment of objectives with little consideration to previous learning. Classroom activities generally are defined. Little consideration is given to the use of materials or media.

2 - Preparation shows very little thought to the accomplishment of objectives. No consideration is given to previous learning. No consideration is given to the use of materials or media. Classroom activities are not well defined.

1 - No preparation is shown. Classroom activities are not defined.

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COMPETENCY I: PREPARES FOR INSTRUCTION EFFECTIVELY

C. Creates, selects, or modifies instructional plans and materials to accommodate learner differences

DATA SOURCES: Teacher lesson plans and the teacher conference

BACKGROUND: This competency addresses the planning and the materials necessary for meeting individual student needs and accommodating learner differences. The teaching methods and materials used should attend to student differences and the adjustment for these differences. Activities and materials may be varied to accommodate the more academically able or talented student (e.g., enrichment activities) and the less academically able or talented student (e.g., supplemental materials).

SCALE: The effective teacher identifies materials used in teaching which take into account the needs of students and the individual differences of these students. Thus, the effective teacher will use varied materials and activities in the classroom to accommodate all learners. The instructional plans should include how these materials can be applied to accommodate learner differences.

COMPETENCY I: PREPARES FOR INSTRUCTION EFFECTIVELY

C. Creates, selects, or modifies instructional plans and materials to accommodate learner differences

---

5 - Plans show accommodation for learner differences. Instructional materials and activities are created, selected, or modified to allow for student needs and learner differences. Materials and activities are varied and appropriately matched for differing groups of students.

4 - Plans generally show accommodation of learner differences but may not allow for all groups of students. Instructional materials and activities generally account for student needs and learner differences. Materials and activities are varied or appropriately matched for most groups of students.

3 - Plans show some degree of accommodation of learner differences. Instructional materials and activities sometimes allow for student needs and learner differences. Materials and activities are not varied nor appropriately matched for all groups of students.

2 - Plans show very little consideration of learner differences. Instructional materials and activities sometimes do not allow for student needs and learner differences. Materials or activities are as often inappropriately matched as they are appropriately matched to learner needs.

1 - Plans show no accommodation or mention of learner needs or differences. Instructional materials or activities do not allow for student needs and differences. Materials and activities are not planned to be used.

COMPETENCY II. USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

A. Provides a clear description of the learning task and its content.

DATA SOURCES: Classroom observation, lesson plans, and teacher conference

BACKGROUND: This competency contains two distinct facets: description of the task (e.g., when and how an assignment is to be completed), and description of content (e.g., concept, principle, or skill). The scale is based on the quality of the description (well organized and appropriate to the level of learners) and in its integration into the lesson structure (e.g., as an introduction to a topic to focus attention on the critical aspects of an assignment).

SCALES: **TASK DESCRIPTION** - A complete task description should include an overview of the task, directions for completing it, examples of correct completion, and steps to be taken in completing the task. Specific details such as when the task is to be completed, what resources are to be used, and who is to complete it may also be included. Tasks include both activities to be completed in the classroom and those to be completed elsewhere (e.g., homework).

CONTENT DESCRIPTION - The effective teacher does not rely solely on a text or workbook to provide a clear description and explanation of content. Because content

differs widely, its description may vary as well. Good descriptions often include definitions and examples; explanation of rules, attributes, and relationships among parts; context; function and relevance; and underlying theoretical structure.

Although the content description is often provided by the teacher (direct instruction), it may also be elicited from students (indirect instruction) based on their interaction with materials (e.g., observing experiments, assigned reading). When content description is elicited from students, clarity requires that the teacher provide indicators to students as to which aspect or attributes of the student presented content are correct. A teacher who presents content indirectly (e.g., by a discovery method) is evaluated in terms of the clarity to which students are led rather than the clarity of initial student responses.

Any presentation of incorrect content (wrong information) should be scored a "1" regardless of the clarity of the presentation.

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COMPETENCY II. USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

A. Provides a clear description of the learning task and its content.

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5 - All tasks are clearly defined and described at a time and level appropriate to the learners. All students understand what they are to do and how.

Presentation of content is uniformly clear, well-organized and appropriate to the level of the learners. The teacher always presents new content, whether directly or indirectly, and clearly indicates correct content.

4 - Task descriptions are generally clear and appropriate, but may be presented at inappropriate times or with last-minute modifications. Most students understand what they are to do and how to do it.

New content is generally presented clearly, but occasionally at a level which is too high or too low for the learners. Content is correct but may not be well organized.

3 - The quality of task description varies, but a clear description is more prevalent than an unclear one. Some tasks may be ill defined or described with resulting student confusion.

The quality of the presentation of new content varies, but clear presentation predominates. Indirect presentation may occasionally fail to indicate the correctness of content.

2 - The quality of task description varies but a confused or ill-defined description occurs as frequently as a clear description. Students are often confused about what they are expected to do and how.

The quality of content presentation varies with unclear presentation occurring as often as a clear one or new content is often not presented under the control of the teacher. Poor description may give students incorrect understanding of the content.

1 - Task description is typically poor, although occasionally a clear description may occur. Most students are uncertain as to what to do and/or how to do it.

Clarity of content presentation is lacking either because of disorganization, inappropriate level, or failure to designate correct content in using indirect instruction or because the teacher tends not to present new content. Content presented may be incorrect.

COMPETENCY II. USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

B. Monitors learner understanding and reteaches as necessary

DATA SOURCES: Classroom observation, lesson plan, and teacher conference

BACKGROUND: This competency contains two distinct facets: monitoring for student understanding (e.g., during a review or practice or asking students questions about content previously presented), and reteaching (e.g., clarifying, through a representation, a concept, principle, or skill which has been misunderstood). Included in this competency are teacher behaviors which probe for student comprehension of the content which has been presented. A teacher may monitor when he/she asks questions of students about content previously presented or checks individual or group performance as students engage in learning activities. (Note: Monitoring through a questioning process should not be confused with eliciting comments from students through an indirect teaching strategy). Reteaching occurs when the teacher clarifies content previously taught by presenting the material again through a different approach or by repeating the strategy previously used.

SCALES: Monitoring includes the identification of learner instructional levels before content is presented. Through monitoring, a teacher paces learning activities to

accommodate learner differences and attends to student needs in order of importance. An effective teacher will monitor through asking higher order questions such as those that require students to compare and contrast various concepts or to evaluate a situation or given condition. Through monitoring, a teacher should identify student misconceptions and misunderstandings. These misunderstanding should be addressed through reteaching using various approaches to accommodate learner differences.

COMPETENCY II. USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

B. Monitors learner understanding and reteaches as necessary

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5 - Learning activities are analyzed and paced to accommodate student differences. Monitoring very frequently occurs through questioning techniques and checking students performances as they are engaged in learning activities. Monitoring techniques address higher order skills. Reteaching occurs when necessary and includes a variety of reteaching approaches.

4 - In general, learning activities are analyzed and paced to accommodate student differences. Monitoring frequently occurs through questioning techniques and checking students' performances. Some consideration is given to monitoring techniques which address higher order skills. Reteaching occurs when necessary with some consideration given to changes in reteaching approaches.

3 - Some learning activities are analyzed and paced to accommodate student differences. Monitoring through questioning techniques and checking students' performances occurs, but not as frequently as it should. Very little consideration is given to monitoring techniques which address higher order skills. Reteaching does not always occur when necessary, but does occur more often when necssary than not. Reteaching approaches are usually the same for all students.

2 - Learning activities are often not analyzed and paced to accommodate student differences. Monitoring sometimes occurs. No consideration is given to monitoring techniques which address higher order skills. Reteaching seldom occurs when necessary. When reteaching does occur, it is very often inappropriately done.

1 - Learning activities do not accommodate student differences. Very little or no monitoring occurs. Reteaching does not occur when necessary or is inapproprately done.

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COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

C. Provides learners appropriate practice and review

DATA SOURCES: Classroom observation, lesson plans, and teacher conference

BACKGROUND: This competency addresses two distinct areas: student practice (e.g., the application of concepts and skills) and review (e.g., a summarization of a current or previous lesson). The behaviors for this competency focus on efforts to establish practice patterns and routines which result in increased learning. During practice, students may utilize alternative and supplemental activities which address the instructional objectives. Activities may be varied according to the ability levels of the students. The practice or work may be individualized or grouped and may be in class or at home. During practice or review sessions, a teacher monitors the work of the students.

SCALES: Practice and review should provide the opportunity for students to apply the concepts and skills learned, as well as, to augment what has been learned. Practice should include varied materials and activities which address individual differences and the instructional objectives. Ample time should be provided for seatwork or in-class activities and homework.

COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

C. Provides learners appropriate practice and review

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5 - Sufficient time is allotted for independent or group practice activities, including supervised practice. All practice activities are well chosen, address instructional objectives, build upon previous learning, and are appropriate to various learning levels of students. Alternative and supplemental activities are usually provided which address enrichment and higher order skills.

4 - Time is usually allotted for supervised practice and independent or group practice. Most practice activities are well chosen and appropriate to various learning levels of students, but at times, may not clearly address all objectives. Activities occasionally may be at a level which is too low or high for the learners. Alternative and supplemental activities are generally provided which address enrichment and higher order skills.

3 - Frequently, time is allotted for supervised practice and independent or group practice. Many practice activities are well chosen and these address the instructional objectives, and are appropriate to various learning levels predominate. Some homework is given. Some consideration is given to alternative and supplemental activities which address enrichment or higher order skills.

2 - Little time is allotted for supervised practice and independent or group practice. Some practice activities are well chosen and appropriate to various learning levels. Very little consideration is given to activities which address the instructional objectives. Very little homework is given. Little consideration is given to alternative or supplemental exercises.

1 - Very little or no time is allotted for supervised practice and independent or group practice. Practice activities or assignments are not well chosen or appropriate to learner levels or the instructional objectives. Alternative or supplemental exercises beyond those of the text are rarely given.

COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

D. Establishes and maintains learner involvement in the learning task

DATA SOURCES: Classroom observation, teacher conference

BACKGROUND: This competency addresses the degree of learner involvement in the learning process. The scale is based on the opportunity provided students to participate in learning tasks. This participation includes maintaining focus on the learning task and recognizing the purpose and importance of classroom activities.

SCALES: Learner involvement entails monitoring students and adjusting teaching procedures to enhance this involvement. An effective teacher helps learners to recognize the purpose and importance of the learning activities, maintains learner focus on the task, and provides opportunities for learners to participate in activities.

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COMPETENCY II: USES TEACHING STRATEGIES AND PROCEDURES APPROPRIATE TO THE CONTENT, OBJECTIVES, AND LEARNERS

D. Establishes and maintains learner involvement in the learning task

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5 - All students are involved in learning activities. Activities are provided which help students recognize the purpose and importance of learning. Activities are chosen which provide students an opportunity to participate. Teaching procedures are adjusted to enhance learner involvement.

4 - Most students are involved in learning activities. Generally, activities are provided which help students recognize the purpose and importance of learning, but some activities may be unclear to students in this regard. Activities are chosen which provide students an opportunity to participate, but at times, a few students may be waiting. Teaching procedures are usually adjusted to enhance learner involvement.

3 - More than half of the students are involved in learning activities. A number of students do not recognize the purpose or importance of the learning activity. Many students are waiting to participate in some activity, but this is less prevalent than prevalent. Teaching procedures are sometimes adjusted to enhance learner involement.

2 - Some of the students are involved in learning activities. Seldom do students recognize the purpose or importance of the learning activity. Most students are waiting to participate in an activity. Little consideration is given to adjusting teaching procedures to enhance learner involvement.

1 - Very few students are involved in learning activities. Students do not recognize the purpose or importance of the learning activity. All students are waiting most of the time to participate in a learning activity. Rarely is consideration given to adjusting teaching procedures to enhance learner involvement.

COMPETENCY III: USES EVALUATION TO IMPROVE INSTRUCTION

A. Uses information about learner performance to improve the instructional process

DATA SOURCES: Lesson plans and teacher conference

BACKGROUND: This competency addresses the use of student performance information to assist in improving the instructional process. Various sources can be used for measuring student performance data. For example, teacher-made or teacher-selected tests can be used to provide information about the students. This information can then be used to help identify modifications to such things as teaching strategies or the curriculum.

SCALES: In the analysis of this competency, the types of tests and the purposes for their use play an important part. Tests may be used as tools for diagnosing student problems, identifying student achievements or aptitudes, and determining interests. Information from tests can then be used to assist in such things as determining remedial programs, placements, teaching strategies, and curriculum changes. In addition to tests, formal and informal evaluation processes can also be used to provide information.

COMPETENCY III: USES EVALUATION TO IMPROVE INSTRUCTION

A. Uses information about learner performance to improve the instructional process

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5 - Several sources of performance data, including tests and evaluations, are continually used to assess teaching strategies, objectives, curriculum, and student progress. Changes to or justifications for retention of various aspects of the instructional process or content are based on performance data. Performace data are used for diagnosing or remedying student needs.

4 - More than one source of perfomance data, including tests and evaluations, are used on a regular basis to assess student progress and the instructional program. In general, decisions relating to the instructional process or content are based on performance data. In general, performance data are used for diagnosing or remedying student needs.

3 - Only one source of performance data is used on a regular basis to assess student progress or the instructional program. Decisions relating to the instructional process or content are sometimes based on performance data. Performance data are sometimes used for diagnosing or remedying student needs.

2 - Performance data are rarely used to assess student progress or the instructional program. Little consideration is given to the use of performance data for instructional decisions. Little consideration is given to student diagnosis and remediation.

1 - Performance data are not used to assess student progress or the instructional program.

COMPETENCY III: USES EVALUATION TO IMPROVE INSTRUCTION

B. Reports learner status and progress to learners and their parents

DATA SOURCES: Classroom observation and teacher conference

BACKGROUND: This competency addresses the feedback given to students and their parents. In providing feedback to the student, the teacher may indicate how well a student is performing during a class discussion (e.g., recognizing a student's response, correcting a student's statement) or indicate the student's status with respect to classwork in general (e.g., grades, identification of problem areas). Feedback to parents generally entails the reporting of grades or student-related problems (e.g., disciplinary problems, study habits). The scale is based on the type and frequency of feedback provided, methods for providing feedback, and follow-up activities.

SCALES: Information to parents should include not only a report of student progress or status, but also suggestions for improvement. Communications with parents should be on a regular basis with follow-up activities. Feedback to students should include identification of strengths as well as recommendations for improvement.

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COMPETENCY III: USES EVALUATION TO IMPROVE INSTRUCTION

B. Reports learner status and progress to learners and their parents

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5 - Feedback to parents occurs more frequently than required reporting periods and includes recommendations or suggestions, when appropriate, and follow-up activities. Students and parents are informed of expectations and standards. Feedback to students is on a timely basis and includes strengths as well as recommendations or suggestions for improvement. Status reports to students on academic, disciplinary, or other behaviors occur more frequently than regular reporting periods. Classroom feedback is appropriate and is provided to a large extent.

4 - Some feedback to parents occurs beyond the regular reporting periods. Few recommendations are provided in feedback to parents and some follow-up activities occur. Students and only a few parents are informed of expectations and standards. Status reports to students are appropriate with some reporting occurring beyond the regular reporting periods. Classroom feedback is appropriate and is provided frequently.

3 - Feedback to parents occurs only during the regular reporting periods. Little, if any, recommendations are provided to parents. Very few follow-up activities occur. Students are informed of expectations and standards. Status or grade reports to students are appropriate with reporting only occurring during the regular reporting periods. Classroom feedback is appropriate about half of the time and is provided to a moderate degree.

2 - Very little feedback to parents occurs. Recommendations to parents and follow-up activities are not given. Students are not well informed about expectations and standards. Status reporting to students is more appropriate than inappropriate. Classroom feedback is occasional and is sometimes appropriate.

1 - Feedback to parents is rare. Students, in general, are not aware of standards or their expectations. Status reporting to students is typically inappropriate. Very little classroom feedback is given.

COMPETENCY IV: MANAGES CLASSROOM ACTIVITIES EFFECTIVELY

A. Establishes and maintains appropriate learner behavior

DATA SOURCES: Classroom observation and teacher conference

BACKGROUND: This competency addresses the teacher's ability to maintain control over student behavior. Student behavior can be managed through verbal or non-verbal techniques. The scale is based on the appropriateness and the effectiveness of the control over the students.

SCALES: Establishing and maintaining appropriate learner behavior should include a description of the guidelines for learner behavior and the sanctions for inappropriate behavior. The feedback provided to students and the preventative measures a teacher takes to control inappropriate behavior should also be included.

COMPETENCY 1V: MANAGES CLASSROOM ACTIVITIES EFFECTIVELY

A. Establishes and maintains appropriate learner behavior

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5 - Guidelines for appropriate student behavior are written and provided to all students. Specific and reasonable sanctions are applied in a consistent manner. Feedback concerning student behavior, either verbally or non-verbally, is used effectively. Situations are controlled in which inappropriate behavior is likely to occur. All students in the class exhibit appropriate behavior.

4 - Guidelines for appropriate student behavior are provided to all students, but may not be written. In general, specific and reasonable sanctions are applied in a consistent manner. Most situations are controlled in which inappropriate behavior is likely to occur. In most cases, feedback concerning behavior or corrective measures are used effectively. Very few students in the class exhibit inappropriate behavior, but those that do easily change to appropriate behavior.

3 - Some students are not aware of guidelines for appropriate behavior. Some sanctions are applied inappropriately or in an inconsistent manner. Some consideration is given to controlling situations in which inappropriate student behavior is likely to occur. In some cases, feedback concerning behavior or corrective measures are ineffective. The majority of students exhibit appropriate behavior. Some students take a while to change to appropriate behavior.

2 - Many students are not aware of guidelines for appropriate behavior. Many sanctions are applied inappropriately or in an inconsistent manner. Little consideration is given to controlling situations in which inappropriate behavior is likely to occur. In many cases feedback or corrective measures are ineffective. A large number of students exhibit inappropriate behavior. Many students take a while to change to appropriate behavior.

1 - No guidelines for appropriate student behavior are established. In general, sanctions are applied inappropriately or in an inconsistent manner. No consideration is given to preventative control. In general, feedback or corrective measures are ineffective. The class exhibits inappropriate behavior and discipline problems are prevalent.

COMPETENCY IV. MANAGES CLASSROOM ACTIVITIES EFFECTIVELY

B. Establishes and maintains a classroom climate conducive to learning

DATA SOURCES: Classroom observation and teacher conference

BACKGROUND: This competency addresses the atmosphere of the classroom. Effective teachers are those who maintain a classroom conducive to learning. The scale is based on the positive behaviors and the support for excellence which are demonstrated in the classroom.

SCALES: To establish and maintain a classroom conducive to learning, the teacher should demonstrate positive verbal and non-verbal behavior to the students. The teacher should indicate a confidence that all students can and will learn. Encouragement of effort and progress is included in this competency.

COMPETENCY IV. MANAGES CLASSROOM ACTIVITIES EFFECTIVELY

B. Establishes and maintains a classroom climate conducive to learning

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5 - All students are treated in a fair and consistent manner with no evidence of favoritism shown. The teacher demonstrates positive verbal and non-verbal behaviors toward all students. There is a high degree of evidence which supports that students are encouraged for effort, progress, excellence, and achievement.

4 - In general, students are treated in a fair and consistent manner with no evidence of favoritism. The teacher generally demonstrates positive verbal and non-verbal behaviors toward students. Generally, students are encouraged for effort, progress, excellence, and achievement.

3 - At times, some students are not treated in a manner consistent with others; however, there is no evidence of favoritism. About half of the time, the teacher demonstrates positive verbal and non-verbal behaviors toward students. Some consideration is given to encouragement of students for effort, progress, excellence, and achievement.

2 - Many students are not treated in a manner consistent with others. Some evidence of favoritism exists. The teacher exhibits little positive verbal or non-verbal behaviors toward students. Little consideration is given to encouragement of students for effort, progress, excellence, and achievement.

1 - Treatment of students is inconsistent. Favoritism is evident. The teacher exhibits very little or does not exhibit positive verbal or non-verbal behaviors toward students. Very little or no consideration is given to encouragement of students for effort, progress, excellence, and achievement.

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COMPETENCY IV. MANAGES CLASSROOM ACTIVITIES EFFECTIVELY

C. Makes effective use of classroom resources

DATA SOURCES: Classroom observations, lesson plans, and teacher conference

BACKGROUND: This competency addresses the resources that a teacher uses in the classroom. These resources include human as well as physical facilities, media, and materials. The scale is based on effective and efficient use of the resources. The quality of the resources is also considered to be important.

SCALES: Effective use of classroom resources should include maximizing the available learning time. Facilities should be used to accommodate different types of learning activities. Thus, the arrangement of classroom furniture and equipment to facilitate movement and student accessibility is one consideration in the efficient use of resources. The teacher should also provide clear and detailed plans and directions for substitutes, aides, and other instructional assistants. Evaluation of the various resources utilized should be included to judge the effectiveness and quality.

COMPETENCY IV. MANAGES CLASSROOM ACTIVITIES EFFECTIVELY

C. Makes effective use of classroom resources

5 - Resources are very appropriately integrated with teaching procedures. The teacher provides clear and detailed plans and directions for substitutes, aides, and other instructional assistants. Classroom materials and media are easily accessible to all students. Facilities are arranged to accommodate different type of learning activities, when appropriate, and student movement is minimized. Teacher and student activities allow for the maximum use of available learning time. Community resources are used on a regular basis.

4 - Resources are generally integrated with teaching procedures. In general, clear and detailed plans and directions are available for substitutes, aides, and other instructional assistants. Classroom materials and media are accessible to students, although a few have to wait or have difficulty in obtaining these resources. Student movement is mostly minimized, but a few students waste time because of movement problems. In general, teacher and student activities allow for the maximum use of available learning time. Community resources are used periodically.

3 - Resources are integrated with teaching procedures about half of the time. The quality varies, but some clear and detailed plans and directions are available for substitutes, aides, and other instructional assistants. Classroom materials and media are somewhat accessible to students with about one half of the class having to wait or having difficulty in obtaining these resources. About one half of the class have difficulty in movement to obtain resources or conduct learning activities. Teacher and student activities tend to waste a moderate percentage of available learning time. Some consideration is given to the use of community resources.

2 - Resources often are not integrated with teaching procedures. Confused and ill-defined plans and directions are left for substitutes, aides, or other instructional assistants. The majority of the class have difficulty in movement to obtain resources or conduct learning activities. Teacher and student activities tend to waste a high percentage of available learning time. Little consideration is given to the use of community resources.

1 - Resources are rarely used and not integrated with teaching procedures. Plans and directions for substitutes, aides, or other instructional assistants are non-existant or ill-defined. These persons tend to be confused as to their role or task they are to perform. Very little time is spent on productive learning activities. Community resources are not used.

COMPETENCY SCORES

After ratings on each scale within a competency are completed, these ratings are averaged to provide a final rating on that competency for the teacher. For example, Mrs. Jones, a hypothetical teacher has for Competency I (Planning) a score of "2" on scale A, a score of "4" on scale B, and a score of "3" on scale C. Her summative rating for Competency I will be an average of 3 (i.e., 2 + 4 + 3 = 9. 9 / 3 scores = 3 as the average score). Her performance will generate summative scores in each of the other three competencies in a similar fashion.

One does not expect the same levels of performance from beginning teachers and more experienced teachers. Therefore, the following patterns of performance as indicated by competency scores should be present for an individual's performance to be judged satisfactory:

Probationary (first year) teachers - 3 competency scores of 3.0 or better and 1 score of 2.0 or better,

Apprentice (3rd year) teachers - 2 competency scores of 4.0 or better and 2 scores of 3.0 or better,

Career Level I (Fast-track) - 3 competency scores of 4.0 or better and 1 competency score of 3.0 or higher.

Exhibit H (see next page) contains a summary score sheet. All average scores shall be rounded to the nearest whole number.

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SCORES FROM THE SUMMATIVE EVALUATION

EXHIBIT H

TEACHER'S NAME: _____ NO.: _____

SCHOOL: _____ GRADE/SUBJECT: _____

EVALUATOR: _____ POSITION: _____

	SCALE SCORE	DOMAIN MEAN
I.		
A.	_____	
B.	_____	
C.	_____	I. _____
II.		
A.	_____	
B.	_____	
C.	_____	
D.	_____	II. _____
III.		
A.	_____	
B.	_____	III _____
IV.		
A.	_____	
B.	_____	
C.	_____	IV. _____

RECOMMENDATION: _____

_____ _____

EVALUATOR'S SIGNATURE TEACHER'S SIGNATURE

DATE: _____ DATE: _____

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DESCRIPTION OF SUGGESTED MANAGEMENT SYSTEM

INTRODUCTION

At the local level the school principal, or other designated person, must evaluate Probationary, Apprentice, and Career Level I teachers on a regular basis. In addition, the local school system retains responsibility for continuing local evaluation of Career Level II and Career Level III teachers. It will be necessary for the local system to have an efficient management system for handling the various evaluation procedures and forms. The following management system is provided as an example for use by local school systems. It may be adapted or modified to meet local needs.

SCHOOL LEVEL STAFF ROSTER

The first step in the management system is to identify the current status of each staff member for the 1984-85 school year. List alphabetically on the "School Level Staff Roster" the names of all persons assigned to the school for the year (see Exhibit I second page following). Then check the appropriate column under "Career Ladder" or "Non-Career Ladder" to indicate current status of each person. This information may be obtained at a general staff meeting or by

having each person submit in writing his/her status. It is recommended that the sample letter shown in Exhibit J (second page following) be used in order for the principal to have documentation of the intentions of each teacher in the building. Place a check mark in the column "To Be Evaluated" for each person who must be evaluated during the 1984-85 school year. For the Career Ladder Program, all Probationary teachers (first year teachers) must be evaluated. CERA specifies that Apprentice level teachers must be evaluated each year. For 1984-85, "Apprentice" teachers are identified as teachers in their third year of teaching who wish to apply for Career Level I certification in 1985-86. Other teachers to be evaluated under Career Ladder guidelines are teachers who have applied to fast-track during 1984-85 by using the full evaluation option. In addition, other teachers in the building may be evaluated during the year depending upon where each person is within the local evaluation cycle. This form will allow the principal to see at a glance how many evaluations must be completed within the school year.

EXHIBIT I

SCHOOL LEVEL STAFF ROSTER

_____ YEAR

NAME	CAREER LADDER					NON-CAREER LADDER		TO BE EVALUATED
	PROBATIONARY	APPRENTICE	C.L. I	C.L. II	C.L. III	NON TENURED	TENURED	

-SAMPLE -

EXHIBIT J

M E M O R A N D U M

TO : All Faculty Members

FROM: _____, Principal

RE : Evaluations for Career Ladder Status

DATE:

As you know, our local school district must evaluate teachers who are at certain points on the Tennessee Career Ladder. During 1984-85, evaluations of persons in each of the categories listed below must be conducted. Therefore, I need to know right away who the persons are that we must evaluate this year.

If you fit any of the categories below, please check the appropriate category, sign, and return this form to me so we can schedule your evaluation program:

_____ 1st Year (probationary) teacher

_____ Teachers with three or more years of experience who intend to apply for Career Level I certificate for 1985-86 school year.

_____ Teachers who have elected to fast-track through local evaluation.

I am in the category which I have checked above and wish to be evaluated for the appropriate Career Ladder certificate.

_____
Signature

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HISTORY OF ANNUAL EVALUATIONS

The next step is to look at the long range plan for individual evaluations. The "History of Annual Evaluations" form shown in Exhibit K (see next page) will aid the school principal and the central office staff in planning for evaluations from year-to-year and will allow each individual's cycle of evaluation to go uninterrupted. As individuals transfer within the system and even from one system to another, this form will show when that individual is next scheduled to be evaluated.

Enter alphabetically the name of each staff member. The teacher number is listed as a reference number for easy transfer of information. By referring to the timeline for evaluating each level, place a check mark in each column to indicate in which years that person is to be evaluated. One copy may be sent to the central office.

HISTORY OF ANNUAL EVALUATIONS

NUMBER	NAME	1984-85	1985-86	1986-87	1987-88	1988-89	1989-90

CAREER LADDER EVALUATION REPORT FORMS - PROBATIONARY

CERA lists different requirements for the evaluation of each level of the Career Ladder. The evaluation report form for each level lists all requirements for that level and provides space to record the necessary information to insure that the evaluator is meeting all requirements.

On the individual teacher report form for" Probationary Teachers" (see Exhibit L on next page) record the teacher's name and number, the school, the evaluator, and the evaluator's position. In the column marked "Observation", record the date when each of the two classroom observations took place, the name of the person who conducted the observation, and when the pre- and post- observations took place. The next column is used to record the time lines for the improvement plan(s). The last column is for listing the recommended status for next year. Local school systems must forward to the State Certification Commission by March 15th evaluations for all Probationary teachers who are being recommended for Apprentice certificates. It is assumed that principals will need to report this to their central office by March 1. At the bottom of the page record the names of the two tenured teachers assigned to assist the probationary teacher. This is a requirement of Section 70(b) of CERA.

PROBATIONARY TEACHERS
(1st Year)
Evaluation

SCHOOL YEAR
1984-85

NAME: _____ NUMBER: _____

SCHOOL: _____ EVALUATOR: _____ POSITION: _____

OBSERVATIONS	IMPROVEMENT PLAN	RECOMMENDED STATUS *March 1, 1985*
Date: _____ Pre ____ Post ____ Observer: _____ Comments: Date: _____ Pre ____ Post ____ Observer: _____ Comments: Date: _____ Pre ____ Post ____ Observer: _____ Comments:		

TENURED TEACHERS ASSIGNED 1. _____ 2. _____

EXHIBIT L

BEST COPY AVAILABLE

CAREER LADDER REPORT FORMS - APPRENTICE

The "Apprentice Teacher" form shown in Exhibit M (see next page) is for teachers who are beginning their second, third, or fourth year of teaching. For the 1984-85 school year, third year teachers who wish to enter the Career Ladder Program should be listed on this form. Complete the information at the top of the form. List the dates of the two required classroom observations, the name of the observer for each one, and the dates of the pre- and post-observation conferences. List the timeline for the improvement plan(s). CERA states that in addition to local evaluation, a state review of the evaluation must be completed before certification for Career Level I can be approved. By March 15th, local school systems must forward to the State Certification Commission evaluations and recommendations of all third year teachers who wish to enter the Career Ladder Program. The state will determine the date for the review. Upon completion of the review, record the date in the column marked "State Review". List the recommended status for the next year.

BEST COPY AVAILABLE

APPRENTICE TEACHERS

Evaluation

SCHOOL YEAR
1984-85

NAME: _____ NUMBER: _____

SCHOOL: _____ EVALUATOR: _____ POSITION: _____

OBSERVATIONS	IMPROVEMENT PLAN	RECOMMENDED STATUS *March 1, 1985*
Date: _____ Pre ____ Post ____ Observer: _____ Comments: Date: _____ Pre ____ Post ____ Observer: _____ Comments: Date: _____ Pre ____ Post ____ Observer: _____ Comments:		*STATE REVIEW*

EXHIBIT M

BEST COPY AVAILABLE

CAREER LADDER REPORT FORM - CAREER LEVEL I

The form for Career Level I teachers (Exhibit N on next page) will be filled out in the same way as the form for Apprentice teachers. Career Level I teachers listed for 1984-85 will be the teachers who applied to enter Career Level I by the fast-track option of full evaluation. Local school systems must report by July 1, 1985 any teachers who have completed the fast-track full evaluation and who are being recommended for Career Level I certification.

CAREER LADDER REPORT FORM - CAREER LEVEL I

The form for Career Level I teachers (Exhibit N on next page) will be filled out in the same way as the form for Apprentice teachers. Career Level I teachers listed for 1984-85 will be the teachers who applied to enter Career Level I by the fast-track option of full evaluation. Local school systems must report by July 1, 1985 any teachers who have completed the fast-track full evaluation and who are being recommended for Career Level I certification.

CAREER LEVEL I TEACHERS

Evaluation

SCHOOL YEAR
1984-85

NAME: _____ NUMBER: _____

SCHOOL: _____ EVALUATOR: _____ POSITION: _____

OBSERVATIONS	IMPROVEMENT PLAN	RECOMMENDED STATUS *June 1, 1985*
Date: _____ Pre ____ Post ____ Observer: _____ Comments: Date: _____ Pre ____ Post ____ Observer: _____ Comments: Date: _____ Pre ____ Post ____ Observer: _____ Comments:		

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EXHIBIT N

BEST COPY AVAILABLE

FORWARDING INFORMATION TO CERTIFICATION COMMISSION

The principal should keep an evaluation file for each teacher so that all records and forms can be kept together to facilitate the evaluation process. An evaluation record must be forwarded to the Certification Commission with the recommendations from the local school system.

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